

MEMORANDUM OF UNDERSTANDING  
Involving  
The Missouri Department of Elementary and Secondary Education  
and  
Region VII Department of Health and Human Services  
Administration for Children and Families  
Office of Community Operations  
and  
The Missouri Head Start Association  
and  
Region VII Quality Improvement Center for Disability Services  
Concerning  
Early Head Start and First Steps (Part C of the Individuals with Disabilities Education Act IDEA)  
(pages 2 - 11 )  
and  
Head Start and Early Childhood Education (Part B of IDEA)  
(pages 12 - 22 )

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FIRST STEPS & EARLY HEAD START
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**Introduction**

Over the course of several months, a group of agency representatives dedicated to providing high quality services to families with infants and toddlers with disabilities met to discuss the coordination of a wide variety of services across separate agencies. These meetings took place at the Thomas Roque Child Development Center. The goal of these meetings was to develop a framework for collaboration. Difficult issues were discussed at times while at other moments, the discussions flowed as people became more and more excited about how to work together. Divergent ideas came forth as did the comments “but we tried that before”. Through these meetings, a dynamic synergy developed that put doing what is right for the child and family at the forefront of all issues. That basic concept is at the very core of Early Head Start and First Steps. It is with that belief, this group contributed a richness to interagency collaboration that can not be adequately expressed in written word. The Missouri Department of Elementary and Secondary Education, US Department of Health and Human Services, Region VII Head Start Bureau, and the Head Start Quality Improvement Center for Disability Services gratefully acknowledge the assistance of the Kansas City group who provided inspiration and purpose to this Memorandum of Understanding.

### **Purpose of Document**

The purpose of this Memorandum of Agreement is to facilitate an alliance between the Missouri Department of Elementary and Secondary Education (DESE, lead agency for Part C services as defined by the Individuals with Disabilities Education Act), and the Region VII Office of Community Operations (OCO), in cooperation with the Missouri Head Start Association. Another purpose of this MOU is to facilitate the collaborative efforts of local agencies implementing First Steps and Early Head Start services. This agreement is guided by the Head Start Program Performance Standards (Head Start Performance Standards, Regulations: 45 CFR Parts 1301-1304, 1305, 1306, and 1308), Part C of the Individuals with Disabilities Education Act (IDEA), Missouri First Steps Regulations, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA).

This document is not intended to create any new binding requirements for community agencies implementing First Steps early intervention services or Early Head Start services. This document reflects current legislative and regulatory requirements as well as recommended practice. Early Head Start grantees are required to develop local agreements and plans with the relevant agencies in their geographic area. Local agencies may use this document as guidance in the development of local interagency agreements.

While this document addresses issues related to children with disabilities and their families, the participants in this agreement are committed to promoting integration of all early childhood programs through enhancing awareness of and coordination with programs and resources that address needs of all very young children in Missouri. Examples include but are not limited to: Parents as Teachers (PAT), Even Start, WIC, etc.

### **Objectives of the Memorandum of Agreement**

- ◆ To provide a framework for the development of local interagency agreements supporting collaborative efforts between Early Head Start and First Steps.
- ◆ To maximize the use of local resources and reduce the duplication in providing appropriate family-centered early intervention services to Missouri infants and toddlers with disabilities and their families
- ◆ To ensure coordination of services to infants and toddlers with disabilities and their families enrolled in Early Head Start and First Steps
- ◆ To clarify roles and responsibilities of Early Head Start and First Steps.
- ◆ To provide opportunities for Early Head Start and First Steps staff to discuss mutual accomplishments and concerns.
- ◆ To encourage and support collaboration among Early Head Start, local agencies implementing First Steps and state agencies in the further development of high quality early care and education and family education services statewide.

### **How to use this document**

Early Head Start and First Steps are a part of the comprehensive, coordinated system of early intervention services for Missouri's very youngest citizens and their families. This document provides a side-by-side comparison of selected aspects of First Steps and Early Head Start with the intent of providing clarification of responsibilities. Additionally, ideas for collaboration are provided in the third column. The listing of collaborative activities is not exhaustive; rather, it serves as a springboard for local creativity and synergy.

Both Early Head Start and Part C services are implemented in compliance with federal law and regulations. The full text of these federal regulations are found at the following citations:

Head Start Performance Standards, Regulations: 45 CFR Parts 1301-1304, 1305, 1306, and 1308.

Part C (First Steps) Regulations: 34 CFR Part 303

The reader will note that the specific citation for each requirement described in the side-by-side comparison is provided.

	<b>First Steps (FS)</b>	<b>Early Head Start (EHS)</b>	<b>Ideas for Collaboration</b>
<b>Purpose of Services</b>	The purpose of FS is to provide family centered early intervention services to Missouri Families with infants and toddlers with special care health needs, disabilities, or developmental delays.	The Purpose of EHS is to provide low-income pregnant women and families with children from birth to age 3 with family-centered services that facilitate child development, support parental roles, and promote self-sufficiency	<ul style="list-style-type: none"> <li>• FS and EHS share a common vision of supporting families and children through respect and understanding for the diversity of families, individuals, and community resources and partners.</li> <li>• FS and EHS share common values for family-centered services.</li> </ul>
<b>Child Find</b>	<ul style="list-style-type: none"> <li>• Required to locate, identify, and evaluate all infants and children who are eligible for the state's Part C early intervention system.</li> <li>• Required to provide needed early intervention services to eligible children and families who consent to services</li> </ul> <p>(34 CFR §303.321(2)(1-2))</p>	<ul style="list-style-type: none"> <li>• Required to conduct developmental, sensory, and behavioral screening for all children within 45 days of enrollment.</li> </ul> <p>(45 CFR §1304.20 (b)(1))</p>	<ul style="list-style-type: none"> <li>• Implement coordinated public awareness activities</li> <li>• Conduct or participate in multi-agency screening fairs</li> <li>• Develop community-screening plan with local community agencies and programs such as public health, Parents as Teachers, etc.</li> <li>• Develop screening protocol that is accepted by all in order to reduce duplication of effort and family participation in multiple screenings.</li> <li>• Conduct joint training on screening instruments and techniques</li> </ul>

<b>Referrals</b>	<ul style="list-style-type: none"> <li>• Required to assign a service coordinator as soon as possible after receiving referral (34 CFR §303.321(3)(e)(1))</li> <li>• Within 45 days of referral date, must determine eligibility and if eligible, complete assessment activities and hold IFSP meeting (34 CFR §303.321(3)(e)(2)(i)(ii))</li> </ul>	<ul style="list-style-type: none"> <li>• Make referral to First Steps within 48 hours upon suspecting a child may have a disability.</li> <li>• Provide family with continuing information and support in contacting First Steps (45 CFR §1304.20 (f)(2)(ii))</li> </ul>	<ul style="list-style-type: none"> <li>• Jointly sponsor community wide information sessions that describe referral process.</li> <li>• Develop communication procedures to ensure that referrals, evaluations, and IFSPs are completed within required timelines.</li> </ul>

<b>Eligibility</b>	<ul style="list-style-type: none"> <li>Required to conduct a multidisciplinary team evaluation which includes all available sources of information to determine eligibility based upon specific criteria (34 CFR §303.300 and 303.322)</li> </ul>	<ul style="list-style-type: none"> <li>10% of enrollment opportunities must be filled by children with disabilities (45 CFR §1305.6 (c))</li> <li>EHS children with disabilities must meet First Steps eligibility (45 CFR §1304.20 (f)(2)(1))</li> <li>EHS eligible children and families must meet federal guidelines for age, income, and location.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct joint informational sessions concerning eligibility for First Steps and Early Head Start</li> <li>Develop process to communicate and share information about children and families dually enrolled.</li> </ul>
<b>Service Coordination/Role of Service Coordinator</b>	<p>Required to:</p> <ul style="list-style-type: none"> <li>Coordinate all services across agency lines</li> <li>Serve as the single point of contact in helping parents identify and access needed early intervention services and other services identified in the individualized family service plan (IFSP)</li> <li>Facilitate and participate in the development, review, and evaluation of the IFSP</li> <li>Ensure the provision of procedural safeguards</li> <li>Inform families of the availability of advocacy services</li> <li>Coordinate the provision of all services (including assessments) identified in the IFSP</li> <li>Facilitate the development of a transition plan to preschool services, if appropriate</li> <li>Facilitate the timely delivery of services (34 CFR § 303.23)</li> </ul>	<p>Required to:</p> <ul style="list-style-type: none"> <li>Develop a child development plan (45 CFR §1304.20(a)(1)(iv))</li> <li>Develop an individualized family partnership agreement (45 CFR §1304.40 (a)(2))</li> <li>Partner with community resources to provide services described in the child development plans and family partnerships agreements (45 CFR §1303.40 (b)(1)) (45 CFR §11304.41 (a)(1))</li> <li>Assist in the implementation of an IFSP for children with disabilities, when appropriate</li> <li>Assist with the provision of related services addressing health concerns in accordance with an IFSP (45 CFR §1304.20 (c)(4))</li> <li>Develop and implement transition planning at least six months prior to third birthday. (45 CFR §1304.41)(c)(2))</li> </ul>	<ul style="list-style-type: none"> <li>Schedule meetings to include all key participants and hold one meeting to develop all required plans</li> <li>Explore developing one plan that encompasses all required components of the FS and EHS plans.</li> <li>Coordinate outcomes among all plans so that family is not working toward numerous outcomes that require different efforts</li> <li>Coordinate the implementation of all plans so that family is not inundated with frequent meetings and scheduling conflicts</li> </ul>
<b>Service Plans</b>	<ul style="list-style-type: none"> <li>Required to develop an Individualized Family Service Plan (IFSP) for each eligible child and</li> </ul>	<ul style="list-style-type: none"> <li>Required to tailor Early Head Start services to each IFSP and to support the attainment of the</li> </ul>	<ul style="list-style-type: none"> <li>First Steps and Early Head Start develop procedures for on-going communication</li> </ul>

	<p>family. (34 CFR §303.340)</p> <ul style="list-style-type: none"> <li>• Content of IFSP: <ul style="list-style-type: none"> <li>* Child's present level of physical, cognitive, communication, social/emotional, and adaptive development</li> <li>* With the family's agreement, a statement of the family's resources, priorities, and concerns related to enhancing the development of the child</li> <li>* Statement of the major outcomes expected to be achieved for the child and family</li> <li>* The criteria, procedures, and timeliness used to determine the degree to which progress toward achieving the outcomes is being made or revisions are needed</li> <li>* Statement of the early intervention services necessary to meet the unique needs of the child and family to achieve the outcomes</li> <li>* The frequency, intensity, and method of delivering the services, location, and payment arrangements</li> <li>* The natural environments in which the early intervention services will be provided</li> <li>* As appropriate, a statement justifying why early intervention services will not be provided in the natural environments</li> <li>* The identification of other services needed for the child</li> </ul> </li> </ul>	<p>outcomes contained in the IFSP (45 CFR §1304.20 (f)(2)(ii))</p> <ul style="list-style-type: none"> <li>• Required to develop an Individualized Family Partnership Agreement (IFPA)</li> <li>• Content of the IFPA: <ul style="list-style-type: none"> <li>* Description of family goals</li> <li>* Description of responsibilities, timetables, and strategies to achieve goals</li> <li>* Description of how to measure progress in attainment of goals</li> <li>* For home-based programs, IFPA must also contain descriptions of the role of parents in the home visit and group socialization activities (45 CFR §1304.40 (a)(2))</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• EHS staff are IFSP team members and actively participate in all IFSP meetings</li> </ul>
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	<p>but not funded by First Steps</p> <ul style="list-style-type: none"> <li>* The projected dates for initiation of services and anticipated duration of those services</li> <li>* The name of the service coordinator</li> <li>* A plan for transition from Part C services</li> </ul> <p>(34 CFR §303.344)</p>		
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<b>Transition</b>	<ul style="list-style-type: none"> <li>Required to develop a plan for a smooth and effective transition out of First Steps</li> <li>Plan must contain: <ul style="list-style-type: none"> <li>* Discussions with and training of parents regarding future placements and other related matters</li> <li>* Steps to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting, and</li> <li>* With parental consent, the sharing of information about the child with the local educational agency</li> </ul> </li> <li>Transition plans are required, at a minimum, six months prior to the child's third birthday. (34 CFR § 303.344 (h)(1)(2))</li> </ul>	<p>Required to participate in and support the efforts for a smooth and effective transition at age 3 (45 CFR § 1304.20 (f)(2)(iii))</p> <ul style="list-style-type: none"> <li>Assist parents in becoming their children's advocate as they transition (45 CFR § 1304.40 (h)(1)-(4))</li> <li>Establish and maintain procedures to support successful transitions (45 CFR § 1304.41 (c)(1))</li> <li>Develop and implement transition planning at least 6 months prior to third birthday (45 CFR § 1304.41 (c)(2))</li> </ul>	<ul style="list-style-type: none"> <li>Develop community-wide transition system procedures with relevant agencies to establish transmittal of records (with parental consent) and child and family preparatory activities.</li> <li>Early Head Start and First Steps staff participate in relevant local advisory councils</li> <li>Access assistance from projects such as Project Steps to develop community-wide transition procedures.</li> </ul>
<b>Parents Rights &amp; Procedural Safeguards</b>	<ul style="list-style-type: none"> <li>First Steps must ensure that parents are informed and understand their rights and procedural safeguards under Part C of the Individuals with Disabilities Education Act.</li> </ul> <p>These rights include:</p> <ul style="list-style-type: none"> <li>* Confidentiality of personally identifiable information</li> <li>* Nondiscrimination in evaluation and assessment</li> <li>* Opportunity to examine records</li> <li>* Prior notice in native language of proposed provision of services, refusal to provide</li> </ul>	<ul style="list-style-type: none"> <li>Provide Early Head Start parents with accurate information and resources for more information concerning their Part C rights (45 CFR § 1304.20 (f)(2)(ii &amp; iv)) (45 CFR § 1308.19)</li> </ul>	<p>Conduct joint training with Early Head Start, local community agencies, and First Steps on parents rights. Create a community effort to support families exercising their rights.</p> <p>Staff from First Steps and Early Head Start identify key community resources that families access and provide them with information to share with families.</p> <p>Share printed materials with Early Head Start</p>

	<p>services, initiation or changes in eligibility, placement of child or services</p> <ul style="list-style-type: none"> <li>* Opportunity to grant written consent before conducting initial evaluations and assessments, and before the provision of early intervention services</li> <li>* Right to decline any or all services, even after first accepting the service</li> <li>* Right to a surrogate parent when no parent can be identified for the child</li> <li>* Right to a due process hearing to resolve individual disputes</li> <li>* Right to file complaints that the system regulations have been violated</li> </ul> <p>(34 CFR §303.401-303.460)</p>		

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**Purpose**

The purpose of this Memorandum of Understanding is to facilitate communication and coordination between the Missouri Department of Elementary and Secondary Education (DESE) and Region VII Office of Community Operations (OCO), in cooperation with the Missouri Head Start Association. This agreement is guided by the Head Start Program Performance Standards (45-CFR Parts - 1301-1306, 1308), Individuals with Disabilities Education Act (IDEA), the State Regulations implementing Part B of the IDEA, Section 504 of the Rehabilitation Act of 1973, and Americans with Disabilities Act (ADA). This document is not intended to create any new binding requirements for Local Education Agencies (LEAs) and/or Head Start programs. This document reflects current legislative and regulatory requirements as well as recommended practices. It is the expectation that Head Starts and LEAs will use this document as a guide to create local collaborative agreements responsive to the needs of their communities.

While this document addresses issues related to children with disabilities and their families, the participants in this agreement are committed to promoting integration of all early childhood programs through enhancing awareness of and coordination with programs and resources that address needs of all young children in Missouri. Examples include but are not limited to: Missouri Preschool Project programs, Parents As Teachers, Even Start, Title I Preschools, Child Care Block Grant programs, Migrant and Homeless programs, etc.

**Objectives**

The objectives of this Memorandum of Understanding are:

- To provide a framework for the development of interagency agreements supporting cooperative efforts between local Head Start programs and LEAs.
- To maximize the use of available local resources in providing special education programs and related services to young children with disabilities and their families in Missouri.

- To ensure coordination of services to children with disabilities served by Head Start and their LEA of residence.
- To clarify roles and responsibilities of the LEA, local Head Start programs and families.
- To provide information to public school administrators and program staff in LEAs about Head Start's Performance Standards regarding services and responsibilities for children with disabilities.
- To provide information to Head Start administrators and program staff about LEA services and responsibilities for children with disabilities under IDEA, state law, and regulations.
- To provide opportunities for local Head Start programs and LEA staff to discuss mutual accomplishments and concerns.
- To encourage and support collaboration among Head Start programs, LEAs, and state agencies in the further development of high quality early childhood and family education services statewide.

## **AGENCY MANDATES**

### **Head Start (HS)**

To recruit and enroll children with disabilities in accordance with Head Start Performance Standard 1305.6 (c) which states "At least 10 percent of the total number of enrollment opportunities in each grantee and each delegate agency during an enrollment year must be made available to children with disabilities..."

### **Local Education Agency (LEA)**

To identify children with disabilities age birth to twenty-one and provide special education and related services to all children with disabilities ages 3 to 21 in compliance with IDEA, the Missouri State Regulations implementing Special Education, and the LEA Compliance Plan.

**Confidentiality/Release of Information-Family Educational Rights and Privacy Act of 1974 (FERPA): School districts and Head Start programs shall obtain written consent of the parent before disclosing personally identifiable information from the education records of a child. The written consent must be signed and dated by the parent and shall include the following; a) a specification of the records to be disclosed, b) the purpose of the disclosure, and c) the party or parties to whom the disclosure may be made. Part B of IDEA provides for the parent's right to revoke consent at any time.**

## **AGENCY RESPONSIBILITIES AND RECOMMENDED PRACTICES**

### **IDENTIFICATION OF CHILDREN WITH DISABILITIES**

#### **Head Start**

To screen all Head Start enrolled children with a developmental screen within 45 calendar days after the start of Head Start services. Screening provides information in the following areas:

- Visual/motor
- Language
- Cognition
- Gross motor/body awareness
- Social/emotional
- Complete physical including:
  - Vision testing
  - Hearing testing

To share screening information with LEA staff for those children referred by Head Start to LEAs according to Head Start Performance Standards.

To review all previous screening and evaluation data when receiving referrals from LEAs.

#### **Area of Collaboration**

Each agency will meet their responsibility for screening through a collaborative effort, not duplicating services, and sharing information with the parent/guardian written permission.

#### **LEA**

State law requires districts to annually assist in Child Find by publicizing the school's responsibility for providing special education for eligible children 3-21 and conducting an annual census of children birth to 21 suspected of having disability.

Every school district offers Parents as Teachers services, and one of the functions of Parents as Teachers is conducting screenings for children ages one to five. Screening may be conducted earlier than age one if there is a developmental concern.

With parent's permission, to provide to Head Start any available screening results for children referred by or enrolled in Head Start programs.

## **HEAD START**

To refer a child to the LEA for evaluation as soon as the need is evident, starting as early as the child's third birthday with written permission of the parent/guardian of the child.

To share screening information with LEA staff for those children referred by HS to LEAs according to HS Performance Standards.

To provide HS staff with information regarding IDEA Procedural Safeguards.

## **REFERRAL FOR EVALUATION**

## **LEA**

To inform parents of their rights (Procedural Safeguards) when their children are referred to ECSE for evaluation. The IDEA provides families with certain rights for obtaining and continuing services for children with disabilities. Procedural Safeguards cover the following areas:

- Written notice and consent
- Independent educational evaluation
- Access to records
- Confidentiality of information
- Destruction of records
- Parent participation
- Disciplinary Actions
- Limitation on reimbursement for private school placement
- Due process procedures/Admin Hearing Rights
- Child complaints
- Attorney's fees

To make available information about these procedural safeguards to local Head Start programs.

Obtain the parent's written consent for release of information and records for children enrolled in HS prior to initiation of the evaluation if Head Start's referral form does not cover this.

To review referral information from Head Start to determine if an evaluation is warranted.

To provide the parent/guardian with a notice of action refused when the LEA determines evaluation is not warranted.

### **Area of collaboration**

Data on instructional strategies and teacher's observation of the child's performance while in Head Start can be used by the LEA to assist with decisions related to evaluation. HS and the LEA should collaborate and establish referral procedures. Head Start can help the parent understand the special education process and help the parent make a referral. The use of a common release of information form is recommended. It is helpful if the Head Start referral form clearly indicates the parent wishes to request an evaluation by the school district. HS and LEA should collaborate to assist families in understanding IDEA Procedural Safeguards.

## **EVALUATION**

### **Head Start**

To ensure that a comprehensive multi-disciplinary evaluation is made available to all Head Start children suspected of having a disability.

To assist the family in obtaining the necessary services within the time frame specified in the Head Start regulations.

To share information and records with the local school district.

To participate with the local school district at the request of the family in the comprehensive assessment process.

To assist the family in keeping evaluation appointments with the LEA.

### **LEA**

With the input of the parent, to review existing information to determine if there is sufficient data to determine

- Whether the child has a particular category of disability
- Present levels of performance and educational needs of the child
- Whether the child needs special education and related services

To provide notice of intent to evaluate prior to determining eligibility if no additional assessment is needed and to obtain written consent of the parent prior to conducting any necessary tests or other assessment instruments.

To conduct or obtain necessary assessments for all preschool children suspected of having a disability.

To notify the parent of the eligibility staffing early enough to ensure an opportunity to participate.

To involve Head Start in the evaluation process including, but not limited to notifying Head Start of scheduled assessment dates, times and places, reviewing evaluation information and records provided by Head Start, sharing evaluation information with parent's permission, and observing in the Head Start classroom.

### **Area of Collaboration**

Observation may be a part of the evaluation process for the LEA. The Head Start site provides an appropriate environment for observation and possibly other assessments. The LEA should include Head Start in the eligibility staffing with the parent's permission.



## **ELIGIBILITY DETERMINATION**

### **Head Start**

To participate in the LEA's eligibility staffing for those children enrolled in the Head Start program.

When the parent has received a notice of action refused because the LEA does not plan to evaluate, Head Start may convene a multi-disciplinary team, including the family, for an evaluation. An LEA representative will be invited to participate. This team studies the results of the Head Start evaluations and determines that the child is or is not in need of special education/related services. A child whom Head Start determines is in need of special education/related services is designated as a child with a disability under Head Start regulations and a Head Start IEP is developed.

To inform the family of differences in Head Start and LEA eligibility criteria for services.

### **LEA**

To write an evaluation report, synthesizing information about the child. Information from Head Start, the parent, and other outside sources will be considered by the LEA evaluation team for possible inclusion in the evaluation report. This report will specify the child's eligibility or ineligibility for early childhood special education services. Eligibility is based on criteria referenced in Missouri's State Plan for Part B of the Individuals with Disabilities Education Act.

To include the parent, and with parent's consent, invite HS to participate in the meeting to determine eligibility.

For those children enrolled in Head Start, with parent consent, to notify Head Start in writing of eligibility determination by providing them a copy of the child's evaluation report.

To schedule an IEP meeting and provide notification to the parent of this meeting when the child is determined eligible for early childhood special education. The parent shall be notified that they and the district may invite other people with knowledge or special expertise about their child to the meeting.

### **Area of Collaboration**

Head Start and LEA staff should be cross-trained so they understand their respective eligibility requirements and can explain the differences to families. Head Start and the LEA should work collaboratively to help ensure that the parents attend the eligibility staffing.

## **INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

### **Head Start**

To participate with the parents in the IEP process for children who have been referred to and evaluated by the LEA, or children whose services may be shared by the LEA and Head Start.

When an LEA IEP is developed and the child is in Head Start, appropriate goals and objectives/benchmarks will be implemented in Head Start daily activities. HS will document progress and share this information with the LEA.

A Head Start IEP meeting will be convened for a child who is determined to have a disability under Head Start criteria, but is ineligible for special education services through the LEA. The LEA will be invited to participate.

Head Start is responsible for the provision of related services to children with disabilities as defined in the Head Start IEP.

### **Area of Collaboration**

The child's family is a required member of the IEP team under IDEA and Head Start Performance Standards. Head Start and the LEA will include the family in planning for their child's IEP. The information contributed by the family will be instrumental in developing goals and objectives for the child and in determining the most appropriate placement in which those services can be delivered. LEAs are responsible for implementation of the IEP for children eligible under the Missouri State Regulations implementing Part B, and any revisions to the document are the responsibilities of the LEA IEP team. Head Start is not required to develop a separate IEP. Effective collaboration will alleviate the need for two IEPs for children who are dually enrolled.

The LEA and HS will work collaboratively implementing the IEP and documenting the progress on goals/objectives/benchmarks of the IEP. LEA special education and related services staff will provide direct services to the child and/or consultation to HS as determined by the IEP team to implement strategies which will help the child meet the goals and objectives/benchmarks.

The HS teacher may fulfill the required role of regular education teacher in the child's IEP.

### **LEA**

With parental consent, the LEA should invite Head Start staff to participate in IEP meetings for ECSE eligible children who are enrolled in Head Start.

To develop with the IEP team an IEP for each child who meets the eligibility criteria as established by Missouri State Regulations for Part B of IDEA. For children enrolled in Head Start, information received from Head Start shall be reviewed by the IEP team for possible inclusion in the child's IEP, and for all subsequent reviews.

To provide a copy of the IEP to the parent.

With parental consent, to share with Head Start a copy of the IEP developed by the LEA.

To document and share progress on goals and objectives/benchmarks with HS on children dually enrolled.

## **PLACEMENT**

### **Head Start**

The Head start Performance Standards [45 CFR §1308.5 (c)] state that: “A grantee must not deny placement on the basis of a disability or its severity to any child when:

- 1) The family wishes to enroll the child,
- 2) The child meets the Head Start age and income eligibility criteria,
- 3) Head Start is an appropriate placement according to the child’s IEP, and
- 4) The program has space to enroll more children, even though the program has made ten percent of its enrollment opportunities available to children with disabilities. In that case, children who have a disability and non-disabled children would compete for the available enrollment opportunities.”

### **LEA**

To provide special education and related services based on the IEP goals and objectives/benchmarks in the least restrictive environment (LRE) to children who meet the ECSE eligibility criteria for special education services. As part of the IEP team, parents participate in placement decisions.

To consider delivering services in an early childhood setting, designed primarily for children without disabilities. E.g. Head Start.

To obtain written consent of the parent prior to initial placement and provision of service

### **Areas of Collaboration**

When enrollment in a Head Start program is being considered for a child with disabilities, consultation between the LEA representative and the Head Start program representative will take place to discuss if the Head Start program is appropriate and a funded slot is available. Special education and related Services provided by the LEA should be delivered at the Head Start site whenever appropriate.

## **FAMILY INVOLVEMENT**

### **Head Start**

To provide families with information, training and skills to advocate successfully for their child with disabilities.

HS will share with parents information about parent educational opportunities in the community.

### **LEA**

To report to parents on the child's progress toward achieving annual goals at least as frequently as for children without disabilities in the school.

### **Area of Collaboration**

Head Start and the LEA should collaborate to make certain that the family is present at IEP meetings and is given an opportunity to participate. LEA should share information with HS regarding parent education opportunities their families could participate in.

## **STAFF DEVELOPMENT**

### **Head Start**

To schedule ongoing in-service training and technical support for staff, in order to increase their knowledge and skills in identifying and successfully integrating children with disabilities.

### **LEA**

To assess the needs of LEA staff in the planning and implementation of staff development activities for personnel working with children with disabilities.

### **Area of Collaboration**

Head Start and the LEA should work together to develop a plan for training opportunities to meet their mutual needs. They will share information including: Center for Innovations in Special Education (CISE) Newsletter, National Head Start Bulletin, Quality Improvement Center for Disability resources, and statewide training opportunities.

Head Start and the LEA will reciprocally invite the other to provide training in areas of expertise, to participate in training events and program visits and share training plans and resources.

## **TRANSITION**

### **Head Start**

To meet with the LEA staff, for the purpose of transition planning for children with disabilities.

To develop and implement a system to ensure smooth and effective transitions from Head Start to LEA services.

**LEA**

To meet with the Head Start staff for the purpose of transition planning for children with disabilities.

To develop and implement a system to ensure smooth transitions from Head Start to LEA services.

**Area of Collaboration**

Head Start and the LEA will develop a system to ensure transfer of information between agencies about children who will be leaving Head Start. This information should include, but is not limited to, health records, data on diagnosed disabilities, developmental status, and social services received. Head Start and LEAs will also work together to develop a plan for ensuring uninterrupted services and access to needed services.

**DATA**

**Head Start**

To report to the Administration for Children, Youth and Families (ACYF) the number of children with disabilities served on the annual Program Information Report (PIR). By December 1 of each year, Head Start will report to the LEA the number of children under an LEA IEP, not Head Start only IEP. Head Start will provide additional information when requested to assist the LEA in their planning.

**LEA**

To complete required state and federal reports.

## **FISCAL**

### **Head Start**

Head Start is committed to fiscal support to ensure that services needed by children with disabilities will be provided in full, either directly or by a combination of Head Start funds and other resources.

### **LEA**

Under IDEA, the LEA is responsible for ensuring the identification, evaluation and provision of a free appropriate public education for all children ages 3-21 found to be in need of special education and related services.

The LEA is responsible for ensuring that these services are provided, in accordance with the provisions of the IEP but may not be required to pay for these services in every situation.

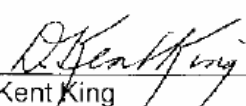
The LEA will complete all required paperwork related to the LEA ECSE budget and other data reports to obtain funding for appropriate special education and related services for children eligible for ECSE.

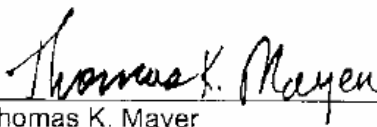
### **Area of Collaboration**


LEA and Head Start are encouraged to share resources to ensure that eligible children receive appropriate services. In some cases Head Start is able to assist with related services, such as transportation, paraprofessional support, etc. Specific fiscal responsibilities between the LEA and Head Start should be discussed as part of the process of developing local agreements.

## Review of Agreement

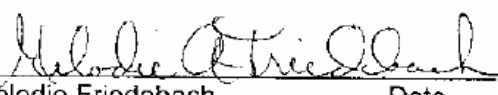
"Unless representatives of DESE and HS notify the other party that there is a need for revisions, or of the desire to end the agreement, this agreement will be automatically renewed, as written, on an annual basis. Notification shall be provided at least 30 days prior to the annual renewal date, in the event of a proposed revision or cancellation."

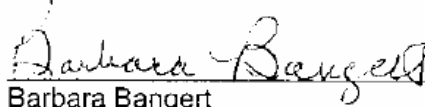
 11/4/02  
\_\_\_\_\_  
Dr. Kent King Date  
Commissioner of Education  
Missouri Department of Elementary  
and Secondary Education

 4-11-03  
\_\_\_\_\_  
Thomas K. Mayer Date  
Director  
Region VII Department of Health  
and Human Services  
Administration for Children and Families  
of Head Start and Youth Branch

 4/17/03  
\_\_\_\_\_  
Pam LaFrenz  
President  
Missouri Head Start Association

This agreement is recommended and supported by:

  
\_\_\_\_\_  
Melodie Friedebach Date  
Assistant Commissioner  
Special Education  
Missouri Department of Elementary  
and Secondary Education

 4-11-03  
\_\_\_\_\_  
Barbara Bangert Date  
Director  
Head Start quality Improvement  
Center-Disabilities

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